**CONTEMPORARY ISSUES-BASED CASE STUDY – STSE ASSIGNMENT**

**Ethical/Social Issues in Genetics**

**BIG IDEAS:**

Genetic and genomic research can have social and environmental implications.

**LEARNING GOALS:**

* **To describe in detail the cellular and/or genetic processes involved in the issue of choice.**
* **To explain the controversial nature of the issue – arguments “for” and “against”.**
* **To explore the social implications of the issue, including benefits, negatives and further questions for inquiry.**
* **To understand the role of government legislature and control in Canada AND other countries.**
* **To formulate an informed opinion and defend one’s stance based on researched facts.**

**Overall Expectations Covered:**

D1. evaluate the importance of some recent contributions to our knowledge of genetic processes, and analyze social and ethical implications of genetic and genomic research;

D3. demonstrate an understanding of concepts, processes, and technologies related to the transmission of hereditary characteristics.

**Specific Expectations Covered:**

D1.1 analyse, on the basis of research, some of the social and ethical implications of research in genetics and genomics (e.g., genetic screening, gene therapy, in vitro fertilization) [IP, PR, AI, C]

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| **Notes and Reminders:**   * **Introduce the assignment in class and go over big idea, learning goals, and expectations. Briefly describe each ethical/social issue. Show exemplars (if possible).** * **Give students one or more class time periods to conduct research** * **Make sure to go over proper referencing using APA style. (Use student “good” and “bad” examples if possible).** * **Alternative topics and/or final assignment formats MUST be approved by the teacher.** * **Set intermediate “deadlines” with students and monitor their individual progress:**  1. **Deadline for declaring topic of choice. To be recorded by the teacher. Alternative topics to be approved or rejected. (Note: Students may change their topics, but must consult with teacher!)** 2. **Deadline when research must be completed. Conference with each student to monitor progress.** 3. **Deadline for rough draft of the final submission. To be peer reviewed using evaluation rubric; give 3-4 things that were done well and 1-2 things to improve on (assessment AS learning).** 4. **Deadline for submission of final assignments.** |